



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	Public Affairs and Administration
Program Unit	Master of Public Administration (MPA)
Reporting for Academic Year	2014-2015
Department Chair	Professor O. Jay Umeh
Date Submitted	6/20/2015

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The last five-year review was completed in 2012-13. The planning goals outlined in the five-year review included: curriculum revision, implementing new course delivery options, admission requirement revision, improved advising, increased assessment of student learning outcomes (SLOs), monitoring of the student evaluation process, and improved enrollment management, and faculty resources.

B. Five-year Review Planning Goals Progress

In regards to curriculum revision, PUAD completed a major revision in 2012-13, revising options and discontinuing one option as part of the results of program and enrollment assessment. PUAD significantly revised the Health Care Administration option and the Public Management and Policy Analysis options, respectively. The Human Resources and Organizational Change option was discontinued. The option revisions and the discontinuance were approved by the required CSUEB entities.

In regard to advising, we continue to offer a student orientation in the Fall and Spring quarters (our admission quarters). We have developed new degree completion roadmaps a new annual course listing, which was necessary due to the curriculum revision. In addition, on the quarterly schedule, we clearly indicate in which courses students should enroll, based on their admission quarter.

In regards to new course delivery options, PUAD is now offering the majority of its courses in hybrid mode. Two courses – PUAD 5000 and PUAD 6811 were not approved by the faculty to be offered in hybrid mode, but the rest of the courses were approved.

Regarding accreditation, a number of UC and CSU MPA programs are not NASPAA-accredited and many are not even institutional members of NASPAA. The resources needed to re-establish NASPAA accreditation lead us to question whether the value of accreditation is sufficient to merit the necessary investments, which would include increasing the MPA faculty by three tenure-track faculty, increasing administrative support, and decreasing class sizes. It seems unlikely that this level of increase in programmatic cost will be possible in the foreseeable future.

In regards to the admission requirements, we continue to follow the application evaluation process adopted in 2011-12, and update quarterly the specific instructions on the PUAD website regarding the content and format of letters of recommendation and the statements of purpose, as well as application deadlines.

In regards to assessment of student learning outcomes (SLOs), we are continuing to develop SLOs for each of the courses, are participating in the CLASS FACT with specific assessment targets, In 2012-13, the MPA Graduate Coordinator examined all of the syllabi from Fall 11 and later in order to capture the SLOs. These SLOs were reviewed at our Department retreat in Summer 13. The PLOs were specified and tied to the University's ILOs.

In regard to monitoring student evaluations, in Winter 13 and Spring 13 PUAD participated in the pilot study where all of the student evaluations were completed online. We will continue to be in the study for its duration.

During the 2014-15 AY, the MPA program was granted two tenure-track faculty lines. At the end of that search, we were able to hire one faculty member who will join the department in Fall 2015 as an Assistant Professor.

C. Program Changes and Needs

The primary change in 2011-12 was the change in the number of faculty who primarily taught in the MPA program. Professor Frank Scott ended his participation in the FERP program in Fall 2014. The level of administrative support remains low – there is administrative position, and that is a 75% 10/12 position.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Within public administration education, there has been a movement towards competency-based education. The National Association of Schools of Public Affairs and Administration (NASPAA), which is the membership association of graduate programs in public administration, public policy, and public affairs, has identified five competency domains that graduates from public administration programs should be able to demonstrate. This year, we significantly revised the PLOs and adopted the five NASPAA-identified domains with modification for the MPA PLOs.

PLO 1. Students who graduate with a MPA will be able to lead and manage in public governance while demonstrating an understanding of the role of theory in public governance and the application of these theories toward administrative inquiry.

PLO 1 supports the CSUEB ILOs of “act responsibly and sustainably at local, national, and global levels” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”

PLO 2. Students who graduate with a MPA will be able to participate in and contribute to the policy process.

PLO 2 supports the CSUEB ILOs of “apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities” and “work collaboratively and respectfully as members and leaders of diverse teams and communities” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”

PLO 3. Students who graduate with a MPA will be able to analyze, synthesize, think critically, solve

problems, and demonstrate an understanding of interpretive and quantitative research methodologies.

PLO 3 supports the CSUEB ILOs of “think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems” and “demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.”

PLO 4. Students who graduate with a MPA will be able to articulate and apply a public service perspective.

PLO 4 supports the CSUEB ILOs of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “act responsibly and sustainably at local, national, and global levels.”

PLO5. Students who graduate with a MPA will be able to communicate and interact productively with a diverse and changing workforce and citizenry.

PLO 5 supports the CSUEB ILOs of “communicate ideas, perspectives, and values clearly and persuasively while listening openly to others” and “work collaboratively and respectfully as members and leaders of diverse teams and communities.”

Curriculum maps attached at end of document.

B. Program Student Learning Outcome(s) Assessed

We assess all five of the PLOs annually.

C. Summary of Assessment Process

We assess PLOs annually. Per our 5-year review and previous annual reports, we continue to administer the MPA Exit Survey, a 21-item survey that indirectly measures our graduates’ perception of success with the MPA PLOs. PUAD 6901 (Graduate Synthesis) is the MPA capstone course and requires the completion of an essay exam, which is designed to directly assess the students’ level of competency.

D. Summary of Assessment Results

In the MPA Exit Survey, the majority of the respondents indicated that they “strongly agree” or “agree” with the survey statements. All respondents either “strongly agree” or “agree” with the following statements: “I am confident that I will be a more effective practitioner as a result of my coursework in the MPA program,” “I am able to analyze organizations and conduct organizational problem solving with multiple theoretical perspectives,” and “I am please I received my MPA at CSUEB.” PUAD 6901 was offered in Winter 13 and Spring 13. Students enrolled in Winter 13 all passed the synthesis essay exam with a grade of B or better. The MPA Exit Survey, however, assesses student competency with the older PLOs, not the new ones adopted this academic year. This assessment tool needs to be completely revamped and changed to a rubric. For PUAD 6901, we have been using the overall grade from the essay exams as the indicator. We plan to develop a rubric for PUAD 6901 where the level of competency in each new PLO can be assessed. This will be more informative than the overall course grade.

3. STATISTICAL DATA (about 1 page)

CAPR Table 1												
California State University, East Bay												
Public Administration		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		
		Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL	Degree Level	TOTAL	
		Master		Master		Master		Master		Master		Master
Female	Black, non-Hispanic	33	33	18	18	18	18	23	23	23	23	
	Asian	28	28	19	19	20	20	21	21	19	19	
	Pacific Islander	2	2	1	1	2	2	1	1	1	1	
	Hispanic	13	13	12	12	17	17	19	19	25	25	
	White	24	24	23	23	21	21	26	26	19	19	
	Multiple ethnicity	2	2	3	3	6	6	6	6	7	7	
	Race/ethnicity unknown	24	24	12	12	10	10	6	6	7	7	
	Nonresident aliens	7	7	4	4	3	3	5	5	6	6	
Male	Black, non-Hispanic	11	11	5	5	7	7	8	8	13	13	
	Asian	13	13	12	12	9	9	12	12	14	14	
	Pacific Islander	3	3									
	Hispanic	3	3	4	4	8	8	14	14	14	14	

	White	17	17	11	11	11	11	9	9	16	16
	Multiple ethnicity	1	1	2	2	3	3	5	5	2	2
	Race/ethnicity unknown	11	11	7	7	9	9	2	2	2	2
	Nonresident aliens	6	6	5	5	1	1	3	3	1	1
Total	Black, non-Hispanic	44	44	23	23	25	25	31	31	36	36
	Asian	41	41	31	31	29	29	33	33	33	33
	Pacific Islander	5	5	1	1	2	2	1	1	1	1
	Hispanic	16	16	16	16	25	25	33	33	39	39
	White	41	41	34	34	32	32	35	35	35	35
	Multiple ethnicity	3	3	5	5	9	9	11	11	9	9
	Race/ethnicity unknown	35	35	19	19	19	19	8	8	9	9
	Nonresident aliens	13	13	9	9	4	4	8	8	7	7

Degrees Conferred ---CAPR

CY 11-12	Black	American Indian or Alaskan	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	7	0	9	1	5	10	3	0	2	37
Male	4	0	2	0	2	3	2	3	1	17
Total	11	0	11	1	7	13	5	3	3	54
CY 12-13	Black	American Indian or Alaskan	Asian	Pacific Islander	Hispanic	White	Multiple	Unknown	Non-resident	All
Female	23	0	11	2	12	12	5	8	0	73
Male	1	0	7	0	6	11	1	5	1	32
Total	24	0	18	2	18	23	6	13	1	105

SFR's by Discipline (Source: SFRs By Course Level)

	08	09	10	11	12	13
Tenure-track	13.5	18.46	21.14	16.40	19.0	29.49
Lecturer	40.28	22.97	28.61	28.96	30.57	0
Lower Division
Upper Division	28.04	30.70	28.47	26.95	28.41	23.97
Graduate	16.47	16.01	21.50	15.05	25.20	29.53
Total	19.6	19.05	23.58	19.05	26.49	27.29

Course History Data (Source: Course History Table 10.1b)

	Fall 13	Winter 13	Spring 13
#	7.0	9.0	9.0
Enrollment	208	222	277
Average Size	29.7	24.9	30.8

Curriculum Map for Program Learning Outcomes Assessment, CSU East Bay																
Degree:		MPA, Public Management and Policy Analysis option										Dept:		PUAD		
Levels:		I=Introduced; P=Practiced; M=Mastered														
Serial #	Course Prefix	Course #	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note	
01	PUAD	6801		I	I	I	I		I	I	I	I	I	I		
02	PUAD	6811	I		P	P	I		P	P	I	I		I		
03	PUAD	6812	P	P	I		P		P	P	P	P		P		
04	PUAD	6815	P	P	P	P	P		P	P	P	P	P	P		
05	PUAD	6831			P				P					P		
06	PUAD	6832			P				P					P		
07	PUAD	6842			P				P			P	P	P		
08	PUAD	6850	P		P		P		P	P	P	P		P		
09	PUAD	6864	P	P	P	P			P	P	P	P	P	P		

10	PUAD 6901 Indicators	M	M	M	M	M			M	M	M	M	M	M	
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Curriculum Map for Program Learning Outcomes Assessment, CSU East Bay

Degree: MPA, Health Care Administration Option

Dept: PUAD

Levels: I=Introduced; P=Practiced; M=Mastered

Serial #	Course Prefix	Course #	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6		ILO1	ILO2	ILO3	ILO4	ILO5	ILO6	Note
01	PUAD	6801 Indicators		I	I	I	I			I	I	I	I	I	I	
02	PUAD	6811 Indicators	I		P	P	I			P	P	I	I		I	
03	PUAD	6812 Indicators	P	P	I		P			P	P	P	P		P	
04	PUAD	6831 Indicators			P					P					P	
05	PUAD	6832 Indicators			P					P					P	
06	HCA	6200 Indicators		I	I	I	I			I		I	I	I	I	
07	HCA	6250 Indicators	P		P	P				P	P		P	P	P	
08	HCA	6260 Indicators		P		P				P		P		P	P	
09	HCA	6270 Indicators	P	P	P	P	P			P	P	P	P	P	P	
10	PUAD	6901 Indicators	M	M	M	M	M			M	M	M	M	M	M	